

Educational Services Market as A Factor of Formation of Professional Mobility and Conditions for Its Implementation

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The relevance of the problem stated in the article is conditioned by the fact that the inclusion of Russia into the international market area requires a new quality in educators – professional mobility. The market is not an end in itself, but the environment in which educators must learn to fulfill their personal, intellectual and creative potentials. Many Russian experts do not have such experience and the ability to quickly respond to market challenges. The purpose of the article is to analyze the experience of the Mordovian State Pedagogical Institute in the educational services market of the Volga, Russia and at the international level aimed at the formation of professional mobility and market-oriented mind in educators and students and the experience of the management of their pathways. In 2009, the Institute developed the *Management and Development Policy*. The structure of the proposed *Management and Development Policy* includes: *strategic and tactical steps aimed at the formation of professional mobility in educators of the Institute by enhancing professionalism and including them as elements in the market environment of the region and Russia. The Institute offers a new model of work organization as a result of purposeful management of teachers' performance through the introduction of a flexible incentive scale following the results of scientific-pedagogical activities.* In this model, mobility becomes systemically important, and the market is a factor for its formation and conditions for its implementation. The higher education institution serves as a link between an educator and the market. The task of the higher education institution is to create conditions under which educators implement their intellectual and creative potential, forming and leading a pathway of professional mobility. The tasks of educators include cooperation with each other, with students, external partners on network cooperation, the administration of the higher education institution. The ability to hold and control a dialogue serves as the main

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instrument. As a result of cooperation, small mobile groups working in a particular period of time are formed in order to solve a specific task on the basis of the division of labor between the parties on a functional basis. The simulation method allows to consider the problem as a results-oriented and organized process for the formation of professional mobility. The systemic approach involves consideration of the object under study as the integrity, conditionally abstracting from external factors. The article does not provide solutions to all problems, but determines the dependence of the professional mobility of a specialist on processes of the educational services market.

Keywords: market, educational services, mobility, controlled dialogue, cooperation, labor organization, competitiveness, incentive scale

INTRODUCTION

In purpose Economic processes in the beginning of the 21st century prove that Russia has become part of the common global market area and is gradually developing a mechanism of labor management and organization. The market in a broad sense of the word means the environment of economic relations, where goods and services are exchanged. The market idea is considered innovative in the modern Russian education system and it is becoming more attractive. The educational services market is a system of socio-economic relations between the educational institutions engaged in providing education services, and consumers who pay for these services. For a particular specialist this sphere is a new socio-economic and cultural environment for personal and professional personal fulfillment (Amirova, 2006). The ability to hold and control a dialogue serves as the main instrument.

Improving the efficiency of functioning of the educational services market requires high professional mobility in educators. The mobility serves as an important part of the adaptation in the chaos of the world market economy and surviving in the multicultural European space. We consider the professional mobility as an integrative individual characteristic that determines a successful adaptation of a specialist to the labor market and multicultural environment conditions, readiness for vertical and horizontal career movements and one's competitiveness based on personal resources – ambition, value system, valuable self-determination, and personal experience.

The competitiveness of any company is determined by the qualifications of its employees and the structural labor organization. The reason is that people, their knowledge, skills, abilities and talents are the main values in the business (it should be noted that the modern education is a business area). And the most professionally mobile and experienced personnel are of great value in any business (as well as in the education system).

The results of economic reforms show that the mobility and effectiveness of personnel in Russia, compared with other developed countries, is still one of the lowest. In our opinion, the solution for the Mordovian State Pedagogic Institute (MordSPI) is to achieve the optimal management and labor organization, which should be aimed at focusing the activities of the teaching staff and other structural units on the following:

1. market demands;
2. optimizing the functioning of certain innovation segments in the structure of the higher educational system in order to increase the mobility both of the overall system and individual employees;
3. motivating all staff in order to improve the labor efficiency as a result of a deeper division of labor.

The first step in this direction is to select a leadership strategy that implies:

- *changes in the structural organization and in the management system of the higher educational institution;*

- increasing the mobility of certain structural units and employees;
- improving the labor efficiency of existing staff by providing them with new much-in-demand competencies and advanced training.

All this can be implemented only when managed by a leader of a new type – a leader-manager, as well as if there are well-organized professionals working in the administration and mobile employees who are ready to think outside the box, able to anticipate future market demands.

METHODS AND RESEARCH METHODOLOGY

A systematic approach

It is A systematic approach is a methodological basis of studying the educational services market. This approach involves: 1. Consideration of the object under study as the integrity, conditionally abstracting from external factors; 2. Establishment of significant relations of the system in the environment; 3. Identification of the basic elements and relations between them in the system (*applicants, students, graduates, employers, partners on network cooperation, teachers and staff*) and the determination of their functions; 4. Establishment, classification and arrangement of systemically important relations between the systemic elements; 5. Classification of various links between these elements, based on these relations, as well as the selection of systemically important elements, i.e. the elements providing the connection of different elements in the system (*mobility, adaptability, professionalism*); 6. Identification of the major structural organizations within the system; 7. Establishment of the basic principles of the system management (*a dialogue-oriented and cooperation-based approach*).

The Mordovian State Pedagogical Institute offers its business model in the educational services market. The existing classical models are based on mathematical methods and have some weaknesses: 1. *They cannot qualitatively cover the socio-economic processes.* 2. *They require only a numerical expression of processes and do not take into account the level of concepts.* This model is based on the following methods:

A dialogue method

Any socio-cultural system (and a higher education institution is such a system) "lives" on the border of multiple social, cultural, economic and other processes. Higher education institutions try to take into account the interests of all market participants: employers, applicants, students and their parents, teaching staff. All participants of the educational services market on the basis of the institute are offered cooperation based on the systemically developed dialogue control model. It is more practicable and can cover a wide range of problems. The model implies conceptual verification of the results, the timely detection of adverse components of certain processes and allows to choose the optimal way for their elimination. As noted by Bakhtin M.M., "A dialogue here is not the threshold to action, it is the action itself" (Bakhtin, 1984, p. 252).

A monitoring method

Monitoring of innovative processes in the higher education institution provides a factual basis (Volkova and Zvezdova, 2009) for our study. For example, monitoring of the effectiveness of innovation activities of the Mordovian State Pedagogical Institute named after M.E. Evseyev (it was conducted in the period from May 15 to June 21, 2012 with the participation of 132 respondents. Hereinafter it is referred to as "Monitoring-2012"); monitoring of the educational environment of the Republic of

Mordovia in the analysis of the content and structure of the educational services market (it was conducted in the period from March 20 to April 13, 2013 with the participation of 251 educational institutions in 21 regions of the Republic and in the Saransk urban district. Hereinafter it is referred to as "Monitoring-2013"); monitoring of the dynamics of innovation processes in MordSPI (it was conducted in the period from November 17, 2014 to January 26, 2015 with the participation of 187 respondents. Hereinafter it is referred to as "Monitoring-2015"). These monitoring surveys have been conducted by the Information-Analytical Council and the Monitoring and Quality Control Department of the Institute

RESULTS

Formation of the educational services market

The education sector is one of the possible factors contributing to overcoming the modern global economic crisis. The education in Russia is free. Inclusion of the country into the common international economic market area has formulated a new task for the education system – the formation of a specialist with a market-oriented mind. The first steps towards the market economy in the sphere of education have been taken in the Federal Law "On Education" No. 3266-1 dated July 10, 1992 (Federal Law of the Russian Federation, 1992). Federal Law No. 273-FZ dated December 29, 2012 "On Education in the Russian Federation" (The Federal Law of the Russian Federation No. 3266-1 "On Education", 2012) created legal conditions for the development of market relations in the sphere of education by changing their legal status and increasing fiscal responsibility. As a result of reforms introduced, the education ceased to be a free privilege paid by the state in the Soviet Union, but it turned out to be an educational service offered by one party to meet the needs of the other party on the basis of a single contract.

We have to admit that the definition of a concept "service" implies a certain set of distinctive features – the intangible nature of existence, lack of preservation capacity, inalienability of the performer, etc. Thus, a service is any activity offered by one party to another, which basically does not imply the possession of anything material. Services are intangible actions aimed at the consciousness of an individual, ensuring the realization of human needs for a certain kind of knowledge, proficiency, skills, the need to get a profession or a skill. Services provide satisfaction of demand in the labor market (Dolyatovsky *et al.*, 2005, p. 14). An educational service is a set of actions, the educational process, aimed at the transfer of knowledge, proficiency, educational and professional skills to the consumer in order to meet and develop personal, group and social needs.

The analysis of scientific literature shows that for many researchers the educational services market is a complex and multi-factorial model of interaction between government, educational institutions (universities, colleges, schools, etc.), consumers of educational services, various intermediaries (Volkova and Zvezdova, 2009, *et al.*). In this case the educational services market is understood as an area of competition and struggle for survival. For the Mordovian State Pedagogical Institute the market is a cooperation environment, where parties of a dialogue fulfill their intellectual and creative potential.

Thus, the effectiveness of investment and ensuring an equal access for all people to the high-quality higher education are becoming key problems of modern education development (The Federal Law of the Russian Federation No. 3266-1 "On Education", 1992; Resolution of the Government of the Russian Federation No. 583, 2008). The educational environment of Mordovia forms an integral part of the Russian educational services market. Schools in the Republic have quickly turned towards the market relations, while higher education institutions made efforts to survive through

various subsidies, state support, etc. However, more than 10 educational institutions of various ownership forms and status were established over the last period in the Republic; they cooperate with one another. These are universities, academies and institutes, as well as technical schools, vocational schools of various profiles, seminaries, private universities, and branches of major industrial and capital universities. All of them offer a wide range of educational services, which creates major competition between them. As a result of all these changes over the past 5-7 years, the Mordovian educational services market has made a huge leap towards the expansion of services offered.

Features of the modern Russian education system

The main source of the emergence and development of the demand for a professionally trained and mobile specialist is the need for satisfaction of social and economic needs of the citizens, on the one hand, and the requirement of the overwhelming majority of employers, on the other hand. The modern market requires an immediate adoption of business measures on the education system management that are more effective in form and innovative in content. Few major universities in Russia can solve this problem.

Nowadays the key features of the educational services market in Russia, including in Mordovia, are as follows:

1. Sharp reduction in a number of school leavers, university students as a result of demographic decline in the 1990s of the twentieth century (Basharina, 2010);
2. Incomplete compliance of capabilities of universities with the labor market requirements.
3. Demand for relatively inexpensive educational services in the market due to the family's financial difficulties.
4. An excess of university offers over the consumer demand.
5. A strict peg of the population to the universities of their region.
6. Non-compliance of the market principles with Russian mentality and culture. Since the Enlightenment the European and Russian education has been characterized by the formation of a person who is ready to make self-sacrifice for the sake of society (prometheism). Wealth is less interesting for the Russian cultural tradition and mentality. A teacher is a spiritual mentor.
7. Lack of a clear state policy in education management.
8. Lack of experience in solving problems of the modern education due to the refusal to apply *the pedagogic experience* of the Soviet times in the 1990s.
9. Lack of historical experience in the provision of paid educational services. In the USSR, there was a government order, including an order for staff training.
10. Weak market competition between public and private universities. Nowadays, the system of private universities is poorly developed.
11. The contradiction between the geometric growth in education expenses and weak investment performance. Nowadays, even the richest countries cannot provide full financial and logistical support to ensure the balanced functioning of all education areas.

Thus, for Russia the inclusion of the education in the system of market relations means an ambition for solution of all these problems. A competitive struggle in the educational services market becomes more strained every year. This primarily affected the consumer behavior. Since it became possible to submit documents to several universities, applicants take the final decision both on the university and on the discipline at the last moment. Consumers have become more mobile, i.e. the system of the State Unified Exam allows applicants to enter any university of the country with a certificate of successful examination. Currently, every second applicant can take the state-funded place in any higher education institution in Russia,

which led to an outflow of the applicants from the regional market to the metropolitan area. Universities are developing an assortment policy. They are now oriented to the labor market demand and trying to reorient towards the other consumer segments

Formation of the Institute Management Policy in the educational services market

The activities of the Mordovian Pedagogical Institute in the educational services market have their own *features*. Educational services require "long-term consumption, a high degree of responsibility for the final result, they are sufficiently expensive" (Pankrukhin, p. 59). The emerging educational services market in Mordovia has some general trends and problems specific to Russia and the countries with developed market economies. At the same time, this market has its own regional specificity – *the absence of a leading sphere in the industry*, which is reflected in the orientation of MordSPI activities in the market. For this reason, *MordSPI is a single-industry higher education institution, where there are 100% disciplines of pedagogic education only. The Institute provides training for specialists of all levels of education: preschool, primary, secondary, higher education*. In addition – for further education in the sphere of physical culture and sports.

Currently, there is a consistent accumulation of experiences and instruments for solution of specific problems concerning the educational services. Russian universities have recently faced these problems. MordSPI activities in the market pose challenges that require urgent countermeasures. In our opinion, the lack of experienced specialists in the labor management and organization in market conditions is one of the main problems for the Institute. The Mordovian State Pedagogical Institute operates on the principle "challenge – response" and is gaining its own experience. "Today there are new approaches to the organization and management of activities of higher education institutions, aimed at improving the efficiency, responsiveness, recognition of the importance of a higher education institution by the customers and competitors, the competitiveness of its graduates in the labor market. Therefore, the interest of higher education institutions in search of opportunities for improving the competitiveness of their services is obvious" (Sudarkina, 2012, p.141).

Performing primarily a social function, the education should be gradually transformed from a cost-based sphere into a significant factor in the economic development, especially in financial terms (Abankina *et al.*, 2012) and ensure the reproduction of the intellectual capital of the society. It should be understood that a more rapid response of the educational services market to the market demand can contribute to overcoming the crisis situation. In this regard, there is a deep rethinking of the content of principles of MordSPI activities as an autonomous market entity that provides educational services of a particular profile, quality, volume and demand in competition with other universities. With regard to the principles of the law "On Education" and the market economy, the Institute is gradually making efforts to take its place in a new business area – in the educational services market. First of all, appropriate amendments have been made to the Charter of the Institute, the necessary strategic development resources have been determined (Shukshina, 2011). *The Institute does not consider its ambition in the educational services market as an end in itself. The market is a socio-economic environment, where a modern person should be engaged in self-realization*. The task of the Institute is to create the necessary information, material and technological conditions for its employees and students, where they can fulfill their intellectual and creative potential (Rodina *et al.*, 2015). For this reason, in 2009 the single *Management and Development Policy* has been developed in the Institute. It is aimed at the inclusion of the institute employees in

market relations in the region and the country, as well as the formation of the mobile younger generation, adapted to the specifics of market processes. The Policy is basically aimed at the formation of the systemic mobility, i.e. the mobility of the Institute, employees, employers and partners on network cooperation in the educational services market. As a result, the educational services market is converted into an area of a controlled dialogue between various subjects: teachers and students, parents and the Institute, employers and students, the leaders of the Republic and the Institute. Cooperation is a basic principle.

The Policy contains strategic directions that ensure sustainable *development and management* of MordSPI. These are as follows: 1. *Human resources* – academic staff, administrative staff, and staff of other categories. 2. *Information resources* – print and electronic sources of information from educational resources EBS ID INFRA-M "Znanium", the Scientific Electronic Library "eLibrary", EBS "BOOK.ru" KOPRama, RGB and other electronic libraries. 3. *Material and technological resources* include basic and auxiliary material and technological valuables, aimed at the smooth functioning of the Institute. Within a short period the Institute had created a great material and technological base for the scientific activity of employees: a huge amount of multimedia equipment with access to the Internet, computers, laptops and other equipment have been bought; in many classrooms interactive whiteboards and projectors have been installed; the ratio of computers and students in 2014 has increased up to 1:2.5.

Correlation of the development strategy and the effectiveness of the institute staff activities

Matching the interests and opportunities of different participants of the educational services market is the most important problem of the *Russian* education system. For this reason, the following issues are of particular importance: "Issues of high school adaptation to market management conditions become very important. Its competitiveness and formation of effective marketing of educational services increase either" (Kalashnicova, 2010, p. 20).

The price is the amount a student pays for the services consumed. It is determined by a number of factors including competition, service quality, placement, reputation of the institution, private or public ownership, infrastructure, facilities provided, location of the institute, mode of education, a brand name of the educational institution, etc. Thus, the price reflects the quality of services provided to the students. Therefore, the institutions can use it as a marketing instrument (Maria Antony Raj *et al.*, 2013, p. 437).

In order to ensure the sustainability of economic processes it is necessary to determine possible scenarios for the development in the educational services market. For this purpose the administration of the Institute conducts annually monitoring of full-time students of 1st-5th years of study in order to assess the degree of satisfaction with the quality of education received in the MordSPI; to identify the needs of educational institutions of the Republic of Mordovia in the professional development programs for teaching staff and services on their implementation; to identify the level of satisfaction of graduates with the level of readiness for the implementation of professional activity; to assess the level of professional training of applicants; monitoring of teaching staff and employees of the Institute in order to identify satisfaction with the work at the Institute. Based on the analysis of monitoring data in the Mordovian State Pedagogic Institute, *the incentive scale* to stimulate the activities of teachers was developed to cover almost all spheres of a teacher's activity, on the part of the Institute upon the principle "done – reported – received". The optimal time

has been proposed – quarterly reporting on the part of an employee and the incentive scale

The model for staff activities management

The educational services market should rapidly respond to the needs of the regional labor market through training of specialists who are able to work effectively in the competitive economic environment. By stimulating the activities of its employees, the Mordovian State Pedagogical Institute, regulating the volume and the list of incentive items, has the opportunity to direct the activities of an employee in the right direction; it creates a desire to be mobile and promptly respond to the "challenges of the regional market".

Being aware of the availability of a certain increase in salary, the employees are eager to constantly improve their work, create both necessary and high-quality products, prepare a monograph or a textbook, develop additional educational programs, etc. They actively participate in scientific competitions of the Ministry of Education and Science of the Russian Federation, the Russian Humanitarian Science Foundation and the Russian Foundation of Fundamental Research, etc.

However, real life events show that the creative activity of employees, ensuring the stable functioning of the Institute, is not constant, but it has its fluctuation limits. There are secondary processes, which can further slow down innovation processes.

In this case, the border is not a limit, but a special (alive, pulsing) socio-cultural system. This system has its upper and lower levels of organization, which take into account both multiple external and internal factors and the interests of all market participants.

The functioning of this system can be presented as follows. Upper limits (*ALPHA line*) of the system determine the "optimal" level of activity development, when it (development) is the maximum. Certainly, this is an ideal target and unlikely to be achieved in the foreseeable future. Lower limits (*BETTA line*) show its zero value, the lack of activity, which means full unproductiveness of teachers. Generally, it is also impossible in the conditions of the modern organization of labor in the education system.

Even a shallow analysis of the experience of encouraging the creative activity of MordSPI employees confirms that the point of intersection of staff activities, quality and quantity of the products or services they provide is constantly moving between the ALPHA and BETTA limit lines. If the main task of the incentive system is formulated in this context in terms of the management theory (cybernetics), a state of activities of an employee can be represented as a point of homeostasis, moving between the above-mentioned limits.

The solution of the problem implies the need to achieve such cooperation of an employee, administration and service consumers when this point will constantly move to the upper limit, but will not fall to zero. This means the formation of a new work culture and a new management system to ensure the mobility of the system and a specific employee. However, this ideal state is actually unattainable, because a constant increase in the stimulation does not always lead to the qualitative growth and the expected results. A constant and even internally motivated desire to get a stimulation at a certain stage leads to an employee's fatigue, drastic reduction of working efficiency, a simple increase in the number of products and a decline in the quality of work. According to the monitoring of 2015, 76% of respondents indicated an increased workload. These are employees who are responsible for the main innovative changes. This figure in 2012 was 63%. The growth of this category was 13% for two years.

As part of the *Management and Development Policy*, in a short time the measures have been developed to reduce workloads of employees (based on the redistribution

of functions), as well as measures on training of time management and optimization of activity motivation. A well-designed market-oriented institute policy has a correlated influence on the quality of employees' work and improves their mobility and competitiveness in the market.

Many employees of the Institute are trying to take into account the needs of the region; they are actively involved in educational and socio-economic processes in Mordovia and in the Volga region. The figures indicate the following. According to Monitoring-2012, only 15% of respondents expressed a desire to provide additional services to colleagues and the public (Zeinalov, 2013). According to Monitoring-2015, 86% of respondents are ready to provide or have already provided additional educational and other services. 37% of these respondents are ready to provide additional services: 18% – to colleagues and 19% – to the population. This indicates that over the last years the employees have acquired the market mind, confidence in their professionalism and relevance of their profession. Now the employees can mobilize in small research and working groups upon market demands and provide additional educational, non-educational and other services. 87% (163 people) of employees indicated that work has changed for the better; 48% of employees indicated a new look at themselves and at their work; 58% – an increase in salary. A number of people who receive a significant financial increase in salary have increased almost 3.5 times.

Thus, for the Institute the incentive scale has become an important instrument for simulation of the formation of professional mobility of a specialist and management of its dynamics.

Cooperation "teacher-student": new trends of the old problem

Deepening in the market processes requires a systematic expansion of the university through attracting new personnel. The target is *the constant movement of the Institute to the upper limit of the systemic functioning of the educational services market*. The student environment is an important source. In MordSPI they made a decision on the orientation of teachers to the joint research activities with talented students and their involvement in the structural organization of the Institute. The result of these joint activities should be the formation of students' mobility.

We can agree with the opinion that "... the processes should be considered in the context of their social conditionality, which implies the correspondence of the education system with vital social needs; an internal consistency of its parts and social assessment of each structural element; focusing on the progressive development of society; young people's needs in education, its social orientation" (Kadakin, 2012, p. 9). Attention should be paid to the fact that student mobility has emerged as a response to the challenges of modern reality (Igoshev, 2008). In this case, student mobility is an integrative quality and primarily includes the personal, professional and academic mobility.

The success of student mobility depends on the level of development of personal characteristics. They include activity, creativity, flexibility, communication, adaptability, openness to the new. On the basis of these qualities it is necessary to develop professional mobility. This approach is aimed at encouraging the cooperation between a student and a teacher in the sphere of education, science, social life, connecting them into a single coherent system. As a result of such cooperation the succession of generations is ensured, the division of labor aimed at performance of a specific task takes place. What is most important is that a student gets valuable experience of team work.

To support this initiative such items as "joint work on the article with a student", "the preparation of the winner in the competition", "publication of the article with a student in a foreign magazine" and other items were added to *the incentive scale*. The

volume of incentives depends on the status of a journal or a competition. This grading creates a sense of competitiveness, experience of teamwork and cooperation.

The high level of incentives aimed at mobility and collaboration of teachers and students caused the improvement of the quality of training in the Institute. Daily work of a teacher largely ensured the success of students in scientific and educational spheres. Thus, we have the following results: the students received the Russian President scholarship for students and post-graduate students (2 pers.); a special state scholarship of the Government of the Russian Federation (4 pers.); a scholarship of the Head of the Republic (3 pers.); a special scholarship of the Head of the Republic of Mordovia in priority areas of science and technology (45 pers.). In a certain period (2014) a number of students received D.S. Likhachev scholarships (1 pers.) and A.A. Voznesensky scholarships (1 pers.). Since 2012 a special grant for students enrolled in higher education programs was allocated from the budget of the Republic of Mordovia. In the 2015-2016 academic year, this grant was allocated to a group of physicists (25 pers.), a group of chemists (11 pers.), students studying informatics (8 pers.), technologists (1 person).

Orientation of students to the market relations

In order to form the elements of the market mind and the ability of mobile response to the market challenges in students, graduate students and doctoral candidates, in 2013 a new Regulation on scholarship provision and other forms of material support to students with achievements in the academic, research, cultural, artistic and sports activities has been developed.

The implementation of this Regulation has led to the fact that students began to participate in various spheres of the Institute and social life more actively. For this participation they received the support from the scholarship fund. In 2014/2015 academic year, the number of such students made up about 90%. 5% of these students received an increased scholarship for their achievements in academic, research and social life. In 2015, the amount of such scholarship reached 9,000 rubles and more. In addition to the monetary rewards, for scientific or other socially useful activities students receive free tickets to the health resort at the Institute, recreation centers, free guided tours, etc.

Due to all these measures, MordSPI became attractive for applicants throughout Russia. The balanced innovation policy gradually incorporated the Mordovian State Pedagogical Institute in market processes of the Volga region and Russia. In 2015, 298 graduates of the Volga Federal District (Penza, Ulyanovsk and other regions, the Republic of Udmurtia, Mari El and Tatarstan) became students of MordSPI. More and more students from neighboring regions and republics want to study in the Mordovian State Pedagogical Institute. These are the residents of Tambov, Tyumen, Perm, Ivanovo and other regions. Even a few people from the distant suburbs of the Russian Federation chose our Institute as a place of study (Yamalo-Nenets Autonomous District, Kabardino-Balkar Republic, and others). The annual increase in the number of nonresident students is about 30%. *In 2015-2016 academic year, the total number of nonresident students was 667 people from 23 federal subjects of Russia.*

Formation of a single international educational space is a characteristic feature of our times. In line with integration processes, MordSPI make efforts to actively participate in the international educational services market. Students from Turkmenistan, Azerbaijan, Ukraine, Belarus, Kazakhstan, Tajikistan and other countries study various disciplines. This process is increasingly gaining momentum, reaching 25% of the growth rate per annum. In the 2012-2013 academic year, 33% of foreign students entered the Institute on a free basis, 67% – on a contract basis. In the 2013-2014 academic year, this figure exceeded twice medial indicators of Russian state universities. In the 2015-2016 academic year, their number increased by 40%.

Problems of Graduates Employment

Universities need to train specialists adapted to the requirements of the regional labor market. It cannot be done without close cooperation with employers (Sazonova, 2012). The MordSPI policy includes not only high-quality training for its students, but also their further employment. For this purpose, the Institute established the Graduate Employment Promotion Center, which actively cooperates with the Labor and Employment Committee of the Republic of Mordovia. The Institute dialog space includes employers of general secondary, pre-school, extended education, primary and secondary vocational education in the region. As a result, cooperation agreements with 8 Ministries of the Republic of Mordovia, more than 206 general secondary schools, about 54 kindergartens, 25 extended education institutions, 10 NGOs (initial pedagogical education and SPO (special pedagogical education)) have been concluded. The total amount of agreements concluded in 2015 amounted to more than 340. This number is increasing every year (by about 10%), which allows to implement the practice-oriented principle of education, taking into account the requirements of the market and employers.

In order to analyze the dynamics of the processes the labor market is constantly monitored, the Institute keeps in touch with graduates of previous years and provides them, senior students and graduates with vacant positions. Due to these measures, *since 2012 each year about 80% of graduates are employed in the education system.* According to the Monitoring-2013, 98.8% of the total number of graduates were employed. Such a forward-looking policy provides a steady flow of new applicants thanks to former students.

In order to meet regional needs for highly qualified personnel MordSPI and local governments signed the Specialist Targeted Training Agreement, providing training from the federal budget. In the 2012-2013 academic year, based on the execution of this Agreement *125 full-time students* entered the Institute. In the 2015-2016 academic year, 25 students study in MordSPI at the expense of the budget of the Republic of Mordovia, 96 full-time students and 9 part-time students entered the Institute upon targeted enrollment.

The agreements with the Ministry of Sports of the Republic of Moldova and the Ministry of Education of the Republic of Moldova concerning targeted training of athletes are the most valuable. *Up to date, targeted enrollment makes up approximately 15% of state-financed places.*

All this allows MordSPI to qualitatively improve its position in the sphere of educational services, but it does not solve all the problems. Through the controlled dialogue and cooperation policy conducted by MordSPI administration in the educational services market, the total number of full-time and part-time students in the period *from 2012 to 2015 is growing annually in average by 2.5%-4%. The Extended Day-Care Center (a kindergarten) and the Faculty of Special Pedagogical Education were established in the Institute.* The results of scientific activities have been changed. Compared to 2007, the total number of awarded grants and projects within the targeted programs, competitions of the Ministry of Education and Science of the Russian Federation, the Russian Foundation for Humanities, the Russian Foundation for Basic Research, etc., has increased 4.5 times. The projects of the Shared Knowledge Center "Mordovian Basic Education Center" for 2009-2012 (Ryabova, 2012) and the MordSPI Strategic Development Program for 2012-2016 supported by the Ministry of Education and Science are considered the culmination of this process.

DISCUSSIONS

In the study of the educational services market, the works of the following authors have been used: I. Abankina, T. Abankina, L. Filatova, E. Nikolayenko, E. Seroshtan

(2012), A.V. Basharina (2010), M.M. Volkova, A.B. Zvezdova (2009), V.A. Dolyatovsky, O.A. Mazur, I.V. Kuzhetsova, E.E. Sakiev, T.N. Ryabchenko (2005), E.A. Kalashnikova (2010), D. Maria Antony Raj, M. Raguraman, R. Veerappan (2013), A.P. Pankrukhin (2007), N.G. Sazonova (2012), Kh.V. Sudarkina (2012).

Professional, student and other types of mobility have been studied by L.A. Amirova (2006) and B.M. Igoshev (2008).

Dialogue issues have been analyzed by M.M. Bakhtin (1984).

Innovative processes in the Mordovian State Pedagogical Institute have been studied by V.V. Kadakin (2012), T.I. Shukshina (2011), N.V. Ryabova (2012), G.G. Zeinalov (2013), E.N. Rodina, E.N. Chekushkina, R.G. Kostina (2015).

The analysis of many scientific works shows that the modern educational services market is often considered as a space of competition and counteractions. The authors consider the educational services market as a space of dialogue between the participants of market relations, where all relations are built on the basis of cooperation.

CONCLUSIONS

The educational services market is a special socio-cultural environment, where a system of social-economic relations between the educational institutions offering education services and consumers paying for these services is formed. Being a dynamic environment, the educational services market requires from the educators to have a new quality – professional mobility. This quality does not belong to the innate human abilities, but it is formed in the process of socio-cultural socialization.

In order to enter the market environment, the Mordovian State Pedagogical Institute named after M.E. Evseyev has developed *the Management and Development Policy*. The implementation of the Policy allowed to avoid chaotic actions upon the principle "challenge – response" towards targeted actions. The Institute could create a single coordinated team, an effective internal management system, and form its image as an effective advertising in the educational services market. The main instrument for managing the activities of an employee is the incentive scale aimed at increasing the competitiveness, management of creative activities and mobility of personnel and students in order to participate in the market relations of the region and the country.

If the market performs a system-forming role in relation to a particular person, then for a particular specialist, an employee the socio-cultural environment of the educational services market serves as a factor of the formation and implementation of professional mobility, fulfilling his/her intellectual and creative potential. The Mordovian State Pedagogical Institute conducts the targeted policy with a complex of actions aimed at the formation of professional mobility of a specialist and satisfying the needs: *as for a student's personality* – in education and his/her ability to be competitive in the labor market; *as for a teacher's personality* – in the fulfillment of one's intellectual and creative potential in the market; *as for the Institute* – in providing its staff with the work and increasing their mobility, professionalism and standards of living; *as for society* – in the formation of a flexible education system; *as for the education system* – in the restructuring of the Institute, taking into account the needs of the educational services market and economy as a whole. Satisfying these needs is, in fact, a criterion for the effectiveness of the Institute activities. As a result, the Institute consistently takes its place in the educational services market at the regional, national and international level.

Materials of the article may be useful in practical terms for employees and heads of higher education institutions; for training and retraining centers; for specialists of enterprises engaged in the selection and structuring of the content and organization of employees' work.

In view of the results of this study, we can identify a number of scientific issues and promising directions for further consideration. In the nearest future the following should be done: 1. To form the systemic ability of the Institute to rapidly respond to changes in external market conditions, provide new services aimed at meeting the socio-economic needs of the region and the country. 2. To improve personal and professional mobility of employees. 3. To constantly monitor the external environment in terms of content and structure of education services in order to assess the level of competitiveness of the Institute and on this basis to develop a strategy for improving the professional competence of employees. This work will form the basis of the management strategy of the Institute and the organization of the employees' work in the educational services market in the future.

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